Pupil Premium Strategy Statement

Belford Primary School

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| 1. Summary information  |  |  |  |
| School  | Belford Primary School  |  |  |  |
| Academic Year  | 2020-21 | Total PP budget  | £ 18,415 | Date of most recent PP Review  | Sep 2020 |
| Total number of pupils  | 75  | Number of pupils eligible for PP  | 16 | Date for next internal review of this strategy  | July 2021 |

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| 2. Attainment 2019-2020 *(16 children)*  |  |  |
| Due to the impact of the Covid 19 Pandemic, it has been not been possible to accurately assess the attainment of children in the 2019-2020 academic year or the impact of the planned Pupil Premium expenditure.  |

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| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)  |
|  In-school barriers *(issues to be addressed in school, such as poor oral language skills)*  |
| A.  | Low aspirations prevent children from reaching their full potential.  |
| B.  | Some children enter school with poor speech, language and communication skills and this is likely to have become a greater barrier due to periods of social isolation throughout the Covid 19 pandemic.  |
| External barriers *(issues which also require action outside school, such as low attendance rates)*  |
| C.  | Receiving children mid-year can impact heavily on data when cohorts are small.  |
| D.  | Attendance rates for children receiving Pupil Premium (PP) were 93.35% compared to Non PP 96.4% (spring 2020). |
| 4. Desired outcomes  |
|   | *Desired outcomes and how they will be measured*  | *Success criteria*  |
| A.  | Improve family aspirations so that more children are supported at home and children achieve age related expectations  | Children eligible for PP make rapid progress by the end of the academic year and meet age related expectations or beyond.  |
| B. | Gaps in speech, language and communication will be reduced in EYFS, so that children are able to achieve a GLD at the end of their Reception year.  | Children eligible for PP are able to speak and communicate with their peers and adults in an age appropriate manner. Children are able to understand and use age appropriate vocabulary. |
| C.  | Higher rates of progress for higher attaining pupils eligible for PP  | Pupils eligible for PP identified as high ability attain as well as ‘other’ pupils identified as high ability  |
| D.  | Quality first teaching so that all pupils have at least good if not outstanding teaching  | Teachers and Teaching Assistants have high expectations of all children and are able to teach highly effective sessions that ensure that all children make progress.  |
| E.  | Increase attendance for all pupils eligible for PP funding  | Reduce the number of persistent absentees among pupils eligible for PP and improve overall attendance from 93.35% to 96% in line with ‘other’ pupils.  |

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| 5. Planned expenditure  |
|  Academic year 2020-21  |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| i. Quality of teaching for all  |
| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?  |
| Increase attendance for all pupils eligible for PP funding  Improve attainment for all pupils, including higher ability pupils   | Provide a curriculum that is relevant and meets the needs and interests of all children at Belford Primary School  | EEF say ‘’children cannot benefit from a lesson if they are not present in the classroom engaged in the lesson’’  | * Monitor weekly planning to ensure teachers are planning appropriate activities
* Lesson observations/learning walks
* Book scrutiny
 | LR  | ongoing  |
| Weekly Character Education sessions following the Commando Joe’s Education Programme.  | Independent research states ‘Commando Joe’s, significantly improved the educational attainment and engagement of primary and secondary school children over a six month period’. | * CPD all staff September 2020
* Purchase CJ box plus resources (£1,498)
* CJ integrated into the whole school PSHE curriculum.
* Lesson Observations
* Questionnaires for children and parents – July 21.
 | LR | July 21 |
| Children become active readers and arereading for pleasure.   | Staff training on reading /guided reading/inference training/language and communication Purchase resources  | EEF toolkit suggest reading comprehension linked with phonics, collaboration and peer learning techniques can improve learning by 5 months  | * High quality CPD (Including OU Reading for Pleasure and Kelly Ashley Word Power Training)
* Strategies from training embedded
* Consistent systems and routines
* Reading questionnaires for children.
 | LR  | May 21  |
| Children are clear about their strengths and areas to develop. Feedback has a positive impact on outcomes. | Revise marking and feedback policy  | EEF research show that effective verbal and written feedback is integral to effective teaching.  | * Collaborative review of feedback policy.
* Lesson observation
* Learning walks
* Pupil interviews
* Book Scrutiny
 |  LR |  March 21 – Feedback policy reviewed. Staff trialling new feedback strategies |
| Total budgeted cost  | £ 3,500  |
| ii. Targeted support  |
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?  |
| Provide quality first teaching  Increase attendance for all pupils eligible for PP funding    | Targeted support * CPD
* Resources to support

interventions * TA to deliver high quality interventions and support ‘catch-up’ session
* Children to be given pre-teaching of key concepts/vocabulary when appropriate.
* Engage with EWO when appropriate.
 | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective,  By raising children’s self-esteem they will approach their work with greater confidence.Pre-teaching children key concepts/vocabulary increases their confidence and engagement in lessons.  | * CPD for all TAs so that interventions are of a consistently high standard
* Engagement with external specialists e.g. SALT, specialist literacy teachers.
* Monitoring of interventions by Senior leaders
* Data collection every term
* Pupil progress meetings to consider impact and next steps.
 | LR | Nov 2020March 21July 21 |
| Gaps in speech, language and communication will be reduced in EYFS, so that children are able to achieve a GLD at the end of their Reception year. | Targeted Support. * CPD – NELI (Nuffield Early Language Intervention).
* Resources to support with interventions.
* TA to deliver daily NELI sessions Spring and Summer 21.
 | * NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019.
* The results provide strong evidence for the effectiveness of the NELI programme.
* The trial involved 1,156 pupils in 193 schools.
* NELI children made an average of 3 ADDITIONAL months’ progress in language.
* This result has a very high security rating: 5 out of 5 on the EEF padlock scale.
 | * CPD for Reception TA and class teacher.
* Access to appropriate resources to deliver the programme.
* Data collection every term.
* Pupil progress meetings will include a discussion around speech, language and communication.
 | LR | July 21 |
| Raise aspirations for all  Improve attainment for higher ability pupils  | * Support parents to work with children at home. Provide access to online resources and sign post to home learning opportunities. School and Class Facebook pages.
* PSHE and Assemblies planned throughout the year to raise aspirations – link to Commando Joe’s Character Education.
* Class 4 pupil interviews with headteacher.

   | EEF suggests that parental support at home can influence children’s attainment in school when planned effectively  To raise self-esteem and confidence.  | * Questionnaires linked to children’s aspirations for the future (including headteacher interviews with class 4 children).
* Monitoring usage of the school and class Facebook pages designed to support children’s learning.
* Parent questionnaire.
 | LR | Nov 2020March 21July 21  |
|  |  | Total budgeted cost  | £11,415  |
| iii. Other approaches  |  |  |  |
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?  |
| Raise pupil and family Aspirations.   | Whole School PSHE careers theme Remote discussions with external professionals e.g. local GP, author.  | By raising children’s aspirations for the future, linking the curriculum to future life skills, more children will have the desire to attend school.   | Whole school project      | LR  | July 21      |
| Reduce the financial burden on disadvantaged families by removing any additional contributions to educational visits (including swimming) and residential experiences.  | School will subsidise the cost of all visits and visitors to school for children eligible to receive Pupil Premium.  | Increased participation of trips and enrichment opportunities. No child will miss out on these experiences. Learning will be enhanced.  | Monitor attendance of trips and residential experiences. Speak to families and highlight the value of visits and residentials.  | LR | July 21 |
| Reduce the financial burden on disadvantaged families by subsidising Breakfast Club in order to offer affordable access for all, including free access if the need arises.  | School will subsidise the cost of Breakfast Club for children eligible to receive Pupil Premium. | Provision of a breakfast club will have a positive impact on levels of attendance and punctuality. Improved attendance and punctuality will have a positive impact on outcomes for children. Provision of a breakfast club will give the children increased opportunities to socialise with others and will reduce family pressures.  | Monitor attendance of breakfast club.  | LR | July 21 |
|  |  | Total budgeted cost  | £3,500  |